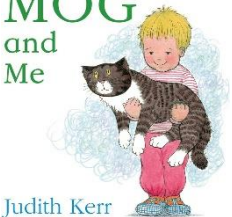
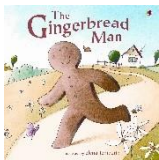
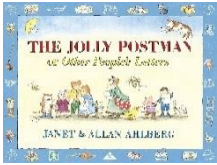
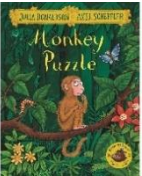
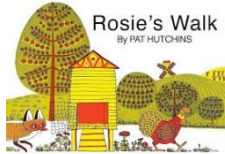
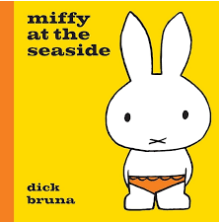




Long Term Planning Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme 2 - 3	All About Me 	Celebrations 	People Who Help Us 	Amazing Animals 	Come Outside 	At the Seaside 
Main theme 3 - 4	All About Me	Celebrations	People Who Help Us	Amazing Animals	Come Outside	At the Seaside
Characteristics of effective teaching and learning (CoETL)	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> <p style="text-align: center;">Lenny Lion's Learning Zoo:</p> <p>Playing and exploring: Go For It Gorilla, Exploring Elephant, I Know Rhino,</p> <p>Active learning: Proud Peacock, Concentrating Crocodile, Persevering Parrot,</p> <p>Creating and thinking critically: Choosing Chimp, Creative Chameleon, Slinky Linky Snake.</p>					
Other possible themes	Starting Nursery / welcome to our setting(rules, routines and boundaries)/new beginnings Autumn	The Little Red Hen – Harvest PSED focus Valuing Difference Library visits	People who help to keep me safe Emergency vehicles Show interests in different occupations	Animal Arts and crafts Night and day animals Animal patterns Down on the Farm	Plants & Flowers Weather / seasons The great outdoors	On the water / under the sea Local beaches Fishing Weather Pirates/ mermaids



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	All about me My family My homes Our community Birthdays	Bonfire Night Celebrations The Nativity Gingerbread Man Christmas	Valentines Day Chinese New Year Pancake Day	Mini Beasts Habitats Life Cycle of a Butterfly/Frog	Where do we live in the UK / world? Forest School Planting seeds	Beach safety/ holidays/where in the world shall we go?/ Send me a postcard Marine life
Enrichment Activities	Making family books Family tea party Black History month (October)	Nursery rhyme week – Dress up Nativity performance / songs Christmas jumper day Christmas dinner Owl Sanctuary visit Remembrance Day Bonfire Night (firefighter visits)	Community hero days Dress up as your favourite person who helps you Visit from police / nurse / vet / doctor / firefighters Chinese new year	Animal cam / virtual zoo trip Bird watching Egg / chicks World Book Day	Caterpillars Growing sunflowers Vegetable patch Cress heads National storytelling week	Water day Lifeguard / coastguard visit – beach water safety World Music Day
Possible books 2 - 3	Only One You Dear Zoo What Makes Me a Me Spot Loves Nursery Incredible You The Three Little Pigs	Room on the Broom Diwali Rama and Sita The Christmas Story The Very Merry Mice Letter to Santa The Little Red Hen	Key Text: The Jolly Postman Flashing Fire Engines Going to the Doctor Police Officer Going to the Dentist Mog and the Vet	Key Text: Monkey Puzzle Handa's Surprise The Teeny Weeny Tadpole The Very Hungry Caterpillar One Night in the Zoo Rumble in the Jungle	Key text: Rosie's Walk A busy day for birds Little Life cycles – Frog Zeki goes to the park	Key text: Miffy at the Seaside Let's go to the seaside Pirate's Feast Shark in the Park



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			People who help us – non-fiction	What the Ladybird Heard	A good place Farmer Duck	Spot goes to the Beach Listen to the Seaside
Possible books 3 - 4	Elmer Spot Loves Nursery Dear Zoo The Three Little Pigs The Little Red Hen Incredible Me Mama's Sleeping Scarf	Room on the Broom Diwali Rama and Sita The Christmas Story The Very Merry Mice A Letter to Santa Little Glow	Flashing Fire Engines Going to the Doctor Police Officer Going to the Dentist Mog and the Vet People who help us – non-fiction	Handa's Surprise The Teeny Weeny Tadpole The Very Hungry Caterpillar One Night in the Zoo Rumble in the Jungle The Crunching Munching Caterpillar	The Tiny Seed Jack and the Beanstalk Oliver's Vegetables My Garden Sam Plants a Sunflower A Seed In Need	Tiddler the Fish Hooray for Fish Commotion in the Ocean Under the Sea – non fiction Sharing a Shell Ten Little Pirates
Personal, Social, Emotional Development (PSED)	<p>Me and my Relationships</p> <p>Marvellous Me! I'm Special People who are special to me</p> <p>Class rules: Behavioural expectations in the class/boundaries set</p>	<p>Valuing Difference</p> <p>Me and my friends Friends and family including everyone</p> <p>I know what it means to be respectful and to be treated with respect</p>	<p>Keeping myself safe</p> <p>People who keep me safe Safety indoors and outdoors What's safe to go into my body</p> <p>Oral hygiene: teeth cleaning linked to the</p>	<p>Rights and Responsibilities</p> <p>Looking after myself Looking after others Looking after my environment</p> <p>Importance of exercise Being kind to living creatures Taking</p>	<p>Being My Best</p> <p>What does my body need I can keep trying I can do it!</p> <p>Healthy eating: Fruit snacks Looking after our plants / beans.</p>	<p>Growing and changing</p> <p>Growing and changing in nature When I was a baby Girls, boys and families</p> <p>Transition into Reception</p>



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		Independence: putting own coat and shoes on	dental nurse Handwashing	care of animals (frogs/butterflies)		
Communication and Language	<p>Communication and Language is developed through the year through high quality interactions through daily group discussions, circle time, stories, singing and nursery rhymes. It is closely linked with our reading and phonics. We use WellComm to identify all children's needs within their language and understanding and use this to provide both whole setting activities and individual targeted intervention where there is an identified need.</p> <p>We use Vocabulary pyramids and the ShREC approach (EEF) to enhance our communication and language.</p>					
Reading / Phonics Birth to 3	<p>I enjoy sharing books with an adult.</p> <p>I can pay attention and respond to the pictures or words.</p> <p>I can</p>	<p>I can join in with songs and rhymes, copying sounds, rhythm, tunes and tempo.</p> <p>I can say some of the words in songs and rhymes.</p> <p>I can listen to simple stories and understand what is happening, with the help of the pictures.</p>	<p>I can copy finger movements and other gestures. I have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p>	<p>I can sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>I can repeat words and phrases from familiar stories.</p>	<p>I can ask questions about the book. I can make comments and share my own ideas.</p>	<p>I can develop play around favourite stories using props.</p> <p>I can use the speech sounds p, b, m, w.</p> <p>I can pronounce l/r/w/y f/th s/sh/ch/dz/j multi-syllabic words such as 'banana' and 'computer'.</p> <p>I can notice some print, such as the first letter of my name, a bus or door number, or a familiar logo.</p>
Reading / Phonics 3 – 4	<p>Listening and attention: tuning into sounds and auditory discrimination.</p>	<p>Rhythm and rhyme.</p> <p>Little Wandle</p> <p>I can sing a large</p>	<p>Rhyme, syllables and alliteration</p> <p>Little Wandle</p>	<p>Little Wandle</p> <p>I am developing my phonological awareness</p>	<p>Little Wandle</p>	<p>Little Wandle</p> <p>I can engage in extended conversations about stories, learning new vocabulary</p>



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	<p>Little Wandle</p> <p>I can listen with increased attention to sounds.</p> <p>I enjoy listening to longer stories and can remember much of what happens.</p>	<p>repertoire of songs.</p> <p>I can remember and sing entire songs.</p> <p>I know many rhymes.</p> <p>I can talk about familiar books and I can tell a long story.</p>	<p>I can understand the 5 key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and top to bottom • the names of the different parts of a book page sequencing. 	<p>so that I can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word <p>recognise words with the same initial sound, such as money and mother.</p>		
<p>Writing Birth to 3</p>	<p>My co-ordination is developing.</p> <p>I can pass things from one hand to the other.</p>	<p>I can use large and small motor skills to do things independently, for example, manage buttons and zips, and pour drinks.</p> <p>I am starting to make marks intentionally.</p>	<p>I am developing manipulation and control as I explore different materials and tools.</p>	<p>I enjoy drawing freely.</p> <p>I can express ideas and feelings through making marks, and sometimes give a meaning to the marks I make.</p>	<p>I can add some marks to my drawings, which I give meaning to, for example, 'That says mummy.'</p>	<p>I can make marks on my pictures to stand for my name.</p>
<p>Writing 3 – 4</p>	<p>I can use large-muscle</p>	<p>I can use one-handed</p>	<p>I can use a comfortable grip with</p>	<p>I can draw with increasing complexity</p>	<p>I can use some of my print and letter</p>	<p>I can write some letters accurately.</p>



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	movements to wave flags and streamers, paint and make marks.	tools and equipment, for example, making snips in paper with scissors	good control when holding pens and pencils. I am beginning to show a preference for a dominant hand	and detail, such as representing a face with a circle and including details.	knowledge in my early writing. For example: I can write a pretend shopping list that starts at the top of the page; I can write 'm' for mummy. I can write some or all of my name.	
Oracy	To look at someone who is speaking to them.	To take turns to speak when working in a group.	To speak audibly so they can be heard and understood.	To join phrases with appropriate adjectives and verbs.	To make relevant contributions and asks questions.	To describe events that have happened to them in sentences.
Physical development	<p>Children develop their physical development through access to the outdoor provision for gross motor skills such as balancing, riding and ball skills, going up steps and apparatus using alternate feet, hop and stand on one leg and hold a pose.</p> <p>Children have daily adult led sessions to develop their gross motor skills which includes yoga, big movement songs, dough disco, adult-led movement to music (supporting children to remember sequences and patterns of movement to music), Squiggle while you Wiggle and Wiggle me into a Squiggler sessions.</p> <p>During continuous provision children have access to a range of resources to support their gross and fine motor skills including funky finger activities (Cutting, weaving, threading, manipulating tweezers, pinching etc), playdough, mark making and construction.</p> <p>According to their individual needs children are supported to become increasingly independent with their own selfcare needs such as toileting and dressing. Children become confident in using a knife and fork having school dinners.</p> <p>Children are supported to identify and make healthy choices with their food and drink choices during our daily snack times.</p>					
Maths Birth to 3	I can combine objects	I can take part in finger	I can compare	I can count in everyday	I can climb and	I can compare sizes, weights, etc, using



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	<p>like stacking blocks and cups. I can put objects inside others and take them out again.</p>	<p>rhymes with numbers. I can react to changes of amount in a group of up to three items.</p>	<p>amounts, saying 'lots', 'more' or 'same'. I am developing counting, like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p>	<p>contexts, sometimes skipping numbers - '1-2- 3-5'</p>	<p>squeeze myself into different types of spaces. I can build with a range of resources. I can complete inset puzzles.</p>	<p>gesture and language - 'bigger / little / smaller', 'high / low', 'tall', 'heavy'. I can notice patterns and arrange things in patterns.</p>
<p>Maths 3 – 4</p>	<p>I can categorise and make comparisons of objects by colour, shape, and size. I can talk about pattern around me. For example: stripes on clothing, designs on rugs and wallpapers. I can use informal language such as 'pointy', 'spotty' and 'blobs'</p>	<p>I am developing fast recognition of up to three objects without having to count them individually. (subitising) I can say one number for each object in order: 1,2,3,4,5. I can extend an ABAB pattern. I can notice and correct an error in a repeating patter.</p>	<p>I know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) I can show finger numbers up to five. I can link numerals and amounts: for example, I can show the right number of objects to match the numeral up to five.</p>	<p>I can recite numbers past 5. I can make comparisons between objects relating to their size, weight, length, and capacity.</p>	<p>I can compare quantities using the language 'more than' and 'fewer than' I can talk about 2D and 3D shapes (squares, rectangles, circles, triangles and cuboids) using informal mathematical language. I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof.</p>	<p>I am beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then' I can understand position through word alone – for example 'the bag is under the table' with no pointing. I can describe as familiar route. I can discuss routes and locations, using words like 'in front of' and 'behind'</p>



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			<p>I can experiment with my own symbols and marks as well as numerals.</p> <p>I can solve real world mathematical problems with numbers up to five.</p>		<p>I can combine shapes to make new ones</p>	
<p>Understanding the World (UTW) Birth to 3</p>	<p>I repeat actions that have an effect, for example rolling a ball down a pipe or dropping a stone into water and observing the splash.</p>	<p>I can explore materials with different properties.</p>	<p>I can make connections between the features of my family and other families.</p>	<p>I can explore different materials, indoors and outdoors</p>	<p>I can respond to and explore natural phenomena within the setting</p>	<p>I can notice differences between people.</p>
<p>Understanding the World (UTW) 3-4</p>	<p>I am beginning to make sense of my own life-story and my family history. I use all of my senses in hands-on exploration of natural materials.</p>	<p>I can explore collections of materials with similar and different properties.</p>	<p>I can show an interest in different occupations. I am developing positive attitudes about the difference between people.</p> <p>I know there are different countries in the</p>	<p>I can describe the life cycle of an animal. I can talk about the difference between materials and changes I notice.</p>	<p>I can plant seeds and care for growing plants. I can understand key features of a plant lifecycle</p>	<p>I can talk about different forces and how they feel.</p>



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			world and talk about difference they have seen in pictures.			
Expressive Arts and Design (EAD) Birth to 3	<p>I can show attention to sounds and music.</p> <p>I can respond emotionally and physically to music when it changes.</p> <p>I can move and dance to music.</p> <p>I can anticipate phrases and actions in rhymes and songs like 'Peepo'</p> <p>I can explore my voice and enjoy making sounds.</p>	<p>I can join in with songs and rhymes, making some sounds.</p> <p>I can make rhythmical and repetitive sounds.</p> <p>I can explore a range of sound-makers and instruments and play them in different ways.</p>	<p>I notice patterns with strong contrasts, and I am attracted by patterns resembling the human face.</p> <p>I am starting to make marks intentionally.</p> <p>I can explore paint, using my fingers and other parts of my body as well as brushes and other tools.</p> <p>I can express my ideas and feelings through making marks, and sometimes give a meaning to the marks.</p>	<p>I enjoy and take part in action songs, such as 'Twinkle Twinkle Little Star'.</p>	<p>I am starting to develop pretend play, pretending that one object represents another, for example, holding a wooden block to my ear and pretending it's a phone.</p>	<p>I can explore different materials, using all my senses to investigate them. I can manipulate and play with different materials.</p> <p>I can use my imagination as I consider what I can do with different materials.</p> <p>I can make simple models which express my ideas.</p>
Expressive Arts and Design (EAD) 3 - 4	<p>I can take part in simple pretend play, using an</p>	<p>I can explore different</p>	<p>I can create closed shapes with continuous</p>	<p>I can explore colour and colour-mixing.</p>	<p>I can remember and sing entire songs.</p>	<p>I can play instruments</p>



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	<p>object to represent something else even though they are not similar.</p> <p>I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>materials freely, to develop my ideas about how to use them and what to make.</p> <p>I am developing my own ideas and deciding which materials to use to express them.</p> <p>I can join different materials and explore different textures.</p>	<p>lines, and begin to use these shapes to represent objects.</p> <p>I can draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>I can use drawing to represent ideas like movement or loud noises.</p> <p>I can show different emotions in my drawings and paintings, like happiness, sadness, fear, etc</p>	<p>I can listen with increased attention to sounds.</p> <p>I can respond to what I have heard, expressing my thoughts and feelings.</p>	<p>I can sing the pitch of a tone sung by another person ('pitch match').</p> <p>I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>I can create my own songs or improvise a song around one I know.</p>	<p>with increasing control to express my feelings and ideas.</p>
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